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# FOLIO

University of Alberta

14 December 1989

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Shalom ॐ  
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The first and fundamental law of Nature,  
*which is, to seek peace and follow it.*

THOMAS HOBBS *Leviathan*  
*A woodlands ride at the Devonian Botanic Garden.*

# Board of Governors approves new fine arts centre

A new fine arts centre will be constructed using money from the estate of Albert Timms, contributions from the 75th anniversary campaign and provincial matching donations.

The Board of Governors approved the plan last Friday.

The new centre, to be called Timms Fine Arts Centre, will house the University's Studio Theatre and Department of Drama.

The centre will be named after Albert Timms, as stipulated by his will. Donors to the capital component of the 75th Anniversary Campaign—whose gifts had originally been designated by the University to a collections centre—are being notified of the decision.

Plans for the collections centre had to be shelved last month when bids for the building exceeded the capital budget and the University could not support the additional operating costs.

Since the new fine arts centre is

expected to house teaching and research activities which are already supported, additional operating costs are not anticipated. It's expected the new centre may also contain areas for other fine arts activities.

President Paul Davenport expressed delight with the Board's decision to build the fine arts centre.

The Board also heard that all Deans, at a recent meeting of Deans' Council, gave their unanimous support for the new centre.

## Appointments

The appointments of Ernest Ingles as Chief Librarian and Director of Libraries, and Isobel Grundy as a Henry Marshall Tory Professor were noted by the Educational Affairs Committee.

Mr Ingles' appointment starts 1 May 1990; Professor Grundy's appointment starts 1 July 1990.

Ernest Ingles is University Librarian at the University of Regina. Before taking up that appointment in 1984, he was Executive Director and Chief Executive Officer of the Canadian Institute for Historical Microreproductions, a research and publishing agency established in 1978 with a \$2 million grant from the Canada Council/Social Sciences and Humanities Research Council of Canada.

Mr Ingles spent four years (1974-78) as Head of the University of Calgary's Department of Rare Books and Special Collections.

He is President of the Bibliographical Society of Canada, 1989-90, and a member of the International Library Science Honor Society.

Isobel Grundy is Head of the English Department of Queen Mary College (London University). Her active research interests include the works of Samuel Johnson, the life and works of Lady Mary Wortley Montagu, the genre of the familiar letter, and writings by women in English from the Renaissance to the Romantics.

Professor Grundy's primary area of specialization is eighteenth-century English literature; she was selected to write the long chapter on that period in the prestigious new *Oxford Illustrated History of English Literature*.

While Professor Grundy's reputation is based on her writings

on Johnson, Pope, Swift, Fielding, and others, she is also highly regarded in the field of women's literature, and is responsible for the section up to c 1830 in *A Feminist Companion to Literature in English: Women Writers from the Middle Ages to the Present Day*.

Tory Chairs, established in 1981 under the auspices of the Endowment Fund for the Future, are intended for "outstanding individuals who by their presence will enhance the reputation of the University and who can provide leadership and experience for the strengthening of teaching and research in specific disciplines."

## Reappointment of Dean Piper

Martha Piper has been reappointed Dean of the Faculty of Rehabilitation Medicine. Her second term as Dean is for five years, beginning 1 July 1991.

Dr Piper will be on special leave for the period 1 July 1990 to 30 June 1991 during which time an Acting Dean of Rehabilitation Medicine will be appointed.

## Collaborative nursing program approved

The Governors approved a collaborative baccalaureate program in nursing with the University of Alberta Hospitals, including a third year competitive quota of 200, to take effect September 1990.

The proposal is for the School of  
*Continued on page six*

# FOLIO

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University  
of  
Alberta

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## Change of bus terminal to accommodate LRT increases potential for accidents

One thousand ETS buses make stops at the University of Alberta each weekday. That influx plus assorted other vehicles, bicyclists, and pedestrians makes 89 Avenue between 112 and 114 Street a high-hazard area. Despite the presence of four painted crosswalks, pedestrians tend to treat the whole area as a mall and cross wherever they choose. Little wonder, then, that in the past two months there have been at least three pedestrian accidents along this stretch of roadway.

At a recent meeting of the Safety on Campus Committee, concern was expressed that the same pedestrian attitudes might spill over to the new Jubilee transit

terminal when it becomes operational early in the new year. But while 89 Avenue is a relatively quiet non-thoroughfare, the intersection of 87 Avenue and 114 Street is a major intersection controlled by traffic lights. The potential for accident and injury is therefore much greater. Given the experience along 89 Avenue as an indicator, there is a great safety concern about the new location. So if you are a pedestrian or a passing vehicle operator, please exercise extreme caution in the vicinity of 87 Avenue and 114 Street.\*□

\* Reprinted with minor revisions from  
Safety Scribe, Fall 1989.

## University's public relations component underwhelming

*"The University is generally regarded in a moderately favorable way, although for many people the image of the University is unclear or nebulous, neither positive nor negative."*

-Draft Report of the Senate Task Force on Public Relations.

In the past year a Senate task force has digested commentary from students, faculty, administrators, support staff, high school principals and counsellors, and representatives of the media, government, business sectors, and community leagues which are near the campus.

The investigators and "chief of detectives" Cy McAndrews grilled more than 120 people on the University's current public relations activities and ways in which the University could work with its key publics to foster relationships that would benefit all concerned. Another assignment was to assess attitudes held by the University's key publics.

(While finances were such that an "elaborate survey" of each key public could not be undertaken, the task force judges that it reached 'several significant opinion makers in each area, and that the comments made are likely consistent with the views of each particular public.")

In releasing its report at the 1 December meeting of Senate, the task force stated: "It is critically important for the University to generate greater understanding and appreciation of university research and education, and of the many advantages the presence of the University brings to the community it serves."

The following recommendations were considered by Senate.

- 1) That the University of Alberta recognize the importance of public relations and the need for the President and senior administration to assume leadership in this vital area. The underlying feeling here is that every employee of the University should be considered a potential ambassador for the institution.
- 2) That the University develop a planning process for public relations, incorporating a marketing approach which recognizes the needs and wants of different publics.
- 3) That the U of A develop a written mission statement, clarifying its overall goals and objectives.
- 4) That the University establish the

organizational structure and processes required to carry out an effective public relations program, including: a) a highly visible central office; b) sufficient resources for effective planning and implementation; c) a designated person in each Faculty to coordinate the Faculty's public relations efforts; d) opportunities for faculty and staff to gain expertise in the practice of public relations. The task force emphasizes that the office responsible for public relations have a "much higher profile" than the Office of Public Affairs does at present.

5) That the U of A actively seek ways to increase its visibility in the Edmonton community. (It was suggested by a number of interviewees that benefits would accrue if people clearly identified with the University were seen to be more involved in leadership roles with the business community and with development and promotion of the city itself.

6) That a long range plan be developed relating to access to the University, taking into consideration changes needed for the LRT expansion. (Parking, especially for visitors, is a long-standing problem, one which "understandably generates negative feelings toward the University." President Davenport told Senate that more areas for public parking are going to be designated, and at very little cost.)

7) That the University take the initiative in seeking ways to improve communication with all of its key publics.

8) That the University endeavor to establish true consultation and two-way information flow with neighboring communities; and that these communities be consulted on issues which directly concern them, particularly those dealing with proposed changes in land use, traffic and parking.

(A suggestion by the task force is that the University invite members of these communities to attend on-campus functions or to use University facilities on occasion.)

9) That the University improve its communication with Albertans concerning the University's goals and future plans.

10) That the University do more to

recruit high-achieving applicants.

11) That the University seek ways to increase personal contact between the University, school personnel, and students.

12) That the University consider ways to reformat the [University] Calendar, making it more "user friendly".

(The task force feels that some "creative ingenuity" is required, and suggests the production of videodiscs to be used in conjunction with particular sections of the Calendar.)

13) That an interdisciplinary team, composed of University and school personnel, be established to review materials sent to schools and recommend revisions to make both materials and procedures more effective.

14) That, as the University endeavors to provide students with the highest quality of education, faculty strive to be accessible to students despite the large size of many classes; and that efforts continue to have senior faculty members teach first year classes.

15) That the University expand its efforts to assist students in making a comfortable transition to the institution, and in providing services to enhance a sense of belonging.

16) That Senate continue to review current programs to assess where the public relations component may be enhanced; and that Senate clearly define public relations opportunities which individual Senate members should undertake.

17) That the views of alumni concerning the University of Alberta be surveyed in the near future.

"We're very supportive of the direction this report takes,"

President Paul Davenport commented. He cautioned, however, that additional public relations work would have to be done without any increase in staff.

Task force member Bill Newbigging said the administration must make sure that a public relations attitude is pervasive among staff and students. "The media will come to get the story they want; you have to have the skills to convey the story that you and the University have to tell," he said.

Task force members are: Cy

McAndrews (Chair), Jim Common, Dean Gerry Glassford, Bob Hill, Michael Hunter, Helen Madill, Bill Newbigging, David Norwood, Barbara Olsen and Kayla Shocter. □

### Responses invited

The Task Force Report is being circulated to the Dean of each Faculty and to all individuals and groups that met with the task force.

Responses in the form of comments, observations and/or suggestions are invited. The Senate, at its March meeting, will be asked to ratify the recommendations contained in the report.

It would be appreciated if responses reached the Senate Office by Monday, 8 January.

### Land for Extension building purchased

The Board of Governors has authorized expenditures of up to \$3,215,000 to acquire land and to plan for a facility to accommodate the Faculty of Extension building.

Meeting on 8 December, the Governors gave their approval to purchase the land and conduct land improvements costing \$2 million.

Planning and development is expected to cost \$125,000; consultants, \$885,000; commissioning, \$30,000; and contingency funds, \$175,000.

The Government of Alberta has allocated \$9,762,000 for the project. The building will be constructed on the northeast corner of 83 Avenue and 112 Street, and will provide a permanent home for the Faculty of Extension (approximately 60,000 square feet). The building will also contain leasable commercial space (approximately 50,000 square feet).

The expected completion date for the eight-storey office building is the summer of 1991. The project also includes a 250-stall underground parkade. □

## *Are we just pieces of meat? Life in the egosystem*

By John England

Department of Geography

My recent sabbatical has provided many opportunities to reflect upon research within university life. My concern centres on our approach to science itself and although aimed at academics, it includes issues common to anyone swept up in this frantic age where productivity too often rules. Those of us at universities inevitably inherit great fragmentation of effort, so aptly embodied in its universal victim the absent-minded professor. For too much of the time we attempt too many tasks; lecturing, grading, graduate supervision, administration, the anxious search for research funding, and the now lithified expectation of 'publish or perish' all clamor for attention. It's like juggling with Alzheimer's.

I view this with renewed objection after my year in Cambridge, suffused with the serenity of its gardens and the antiquity of its medieval colleges. Although it has its own facades and shortcomings, here is a place that still has an element steadfastly dedicated to the tradition of unhurried reflection. An ivory tower in the quicksand of Thatcherism certainly, but not without the rewards of its Francis Bacons and Sir Isaac Newtons whose magnitude is shouldered today by the frail brilliance of Stephen Hawking. Thought is highly regarded.

Reflecting on the North American system, I wonder to what extent have our universities and science succumbed to the deceptive efficiency of fast food chains? Recently, I overheard a North American graduate student effusively boasting of his supervisor's ability to produce 30 pages of research per day, finally exclaiming with naive reverence that "the guy is just a machine"! 'Exactly' was my silent reply. I envisaged this bionic academic tossing back litres of 10W-30, while the fingers of his free hand shimmered across the keyboard, like late afternoon sunshine on a lazy summer lake. Another student escalated this tribute to productivity by invoking a friend who now put aside his research for only three hours of sleep per night; in my books, a

level of deprivation that would have been deemed unreasonable even by 15th century Trappist monks.

Like those who strenuously stoked coal into the insatiable steam engines of the last century, frantic academics now churn out papers from their word processors into the equally insatiable boilers of endless new journals. We stand besieged by unending tsunamis of new and reused data. The overpublication, however unintended, has made the deciphering of information as challenging as memorizing a telephone book. It is a very real problem.

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*"Reflecting on the North American system, I wonder to what extent have our universities and science succumbed to the deceptive efficiency of fast food chains?"*

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So it is no small wonder that there is a willingness to count papers when no one has adequate time to read. My fear is that although we openly admit to the imperfection of this approach, it nonetheless has become adopted in an influential way (note the anxiety with which it is referred to in conversation). This was made apparent to me in my last NSERC evaluation where one of my reviewers stated that my publication record "was only above average". I have no idea what this actually means but clearly my "six papers in the past three years" fell short of being 'really, really above average'. Hey, who's counting? In this case my reviewer made no effort to consider my style of publishing which often involves single-authored papers summarizing a full year of research. I have little interest in splitting or duplicating such papers in order "to pad the old CV", as one colleague sarcastically put it. Eventually, in my own career, I would much prefer to contribute 50 papers which left a comprehensible trail of information and ideas rather than hundreds of hasty efforts that devastated entire forests for the sake of so many echoes. I agree with Mike Church, a fellow geographer at the

University of British Columbia, that to write more than two papers a year in the Earth Sciences required the sacrifice of other university responsibilities. Unlike the lament of Dr Church, my grant was not cut back, it has simply been frozen in place for the past six years—presumably quite appropriate for arctic science.

I also disagree with the growing expectation that supervisors have their name automatically appended to the accomplishments of their students. In my view, insufficient reasons for doing so include:

1) that your research grant funded the project; 2) that your inclusion in all ensuing papers would favor

increased funding that would of course benevolently accrue to the projects of future students; 3) that you actually visited your student in the field; or 4) that you shared endless hours of conversation (cups of coffee) welding together the research. In other words you acted as a good supervisor. Everyone needs to establish their independence, the most important of whom are those making their debut on the professional stage. I believe that simply listing single-authored papers by one's former students should attest to the success of one's research grant with equal weight as unnecessarily coauthored papers.

### **'Academic chain-mail'**

The adding of peoples' names to papers has become a form of 'academic chain-mail' affirming the contention of one of my colleagues, whose NSERC cup runneth over, that "more is better". To counter this, review committees might consider taking a closer look at what the principal investigator has contributed on his or her own. To dissuade the abuses of chain-mail authorships I would suggest that each person be credited with a contribution expressed as a fraction of the number of people on the paper. So three authors gives each

contributor one third of a publication. Perhaps after five authors the contribution should be logarithmic.

No doubt the most infantile and transparent example that counting still retains a considerable following is the Citation Index. In this delightful global summation of all references to your name, we can weigh in like a bunch of bouncy Sumo wrestlers. Now we can stick these academic body-weights into our CVs and grant applications like price tags into hamburger on the supermarket shelf. Pragmatically speaking, getting to the meat of one's career.

Despite all of this, there are signs of hope. Canada has shown important leadership in confronting the numbers game and designing manageable grant applications. On many occasions I have boasted to envious colleagues from other countries that upon reapplication to NSERC we are invited to submit up to our three most significant papers in the past three years. Such progressive procedures clearly point the way. Nonetheless, page 1 of the Personal Data Form still requests us to list our "total number of papers ever published in refereed journals". Despite this, the emphasis on quality vs quantity remains NSERC's strength and the considerable burden of its conscientious reviews.

In closing, my concern remains that our persistent temptation to count our colleagues' productivity, however unconscious, promotes a frenzy that not only diminishes the quality of science but, more importantly, the quality of life itself. I can only hope that agencies such as NSERC continue to wean us from this shallow standard. Others, particularly university promotion committees, remain far too enamoured with paper-counting. Curiously, academics remind me a bit of Czechoslovakia: overthrown as it was by the USSR in the late 1960s for its tendencies to Westernize, it was, ironically, reluctant to trade-in the hard line for *perestroika*. Recent events sweep this analogy aside and I am left wondering if we academics aren't imprinted with what we once tried to resist?

With tongue in cheek here are some recommendations. For those  
*Continued on page six*



# Anger and sorrow at University vigil for Montreal victims

"Why is there violence against women in the streets? Why are we afraid? Why are we raped? Why are we beaten?" Janice Williamson (English) asked at the 7 December vigil for the 14 Université de Montréal women shot the day before.

"Those are the questions we have to ask," she told approximately 500 people gathered in front of the Administration Building.

"Last night a national newsreader announced that the peace and serenity of Canadian campuses was shattered by these murders," Dr Williamson said. "However, I as a professor on this campus and as a woman know like every other woman on this campus that there is no peace and serenity for women."

Susan Jackel (Canadian Studies) said, "We abhor all violence against women, physical violence, sexual violence, verbal violence, harassment and putdowns—that whole range of violence against women which says, 'Keep quiet, stay in your place, do not say what is on your mind, what is in your heart.'"

"From now on," Dr Jackel said, "we will be saying what is on our minds, what is in our hearts; you will be hearing from us and we want your support all the time."

Diane Kieren, Associate Vice-President (Academic), warned that the University of Alberta isn't immune from the kinds of events

which occurred in Montreal.

"Within our academic community we sometimes feel we are insulated and sheltered from the irrational and the violent . . . the events of yesterday had to shock us out of our complacency and make us recognize that we can't just assume that these beliefs are something that are here and that they'll stay there without any action," she said. And she added, "Creating a safe environment on this campus, in the community and the world is not a women's issue, it's a human issue."

Law student Laura Cabott expressed her sadness and sorrow and said she was "shocked and outraged that this type of incident would happen at a university, would happen in Canada and in fact would happen at all."

"This terrible tragedy has brought into focus the daily little deaths that women are dying every minute in this country," Jane Karstaedt, executive director of the Sexual Assault Centre, said to applause. She condemned the people who turn deaf ears and remain silent to the violence committed against women and children.

Noreen Bell, of the Alberta Status of Women Action Committee, said the fact that the gunman in Montreal "singled out women and labeled them feminists sets off alarms in all of us. We are constantly aware of the misogynist attitudes that permeate our society and the actions of this particular man bring those attitudes into sharp focus."

She said this act is a "startling reminder of the daily injustices many women experience."

Marie Laing, a New Democrat MLA, said in "our shock and outrage we must not fail to recognize this as a violent act against women, an act that is the final outcome in a society that does not recognize women as equals."

Pat Clements, Dean of Arts, said that "what is personal is very political and what we're looking at today is something which has to do not only with the madness of one man who took a gun into a classroom, but also with the cultural sickness that we have been living with for a very long time."

Randi Warren (St Stephen's College) said, "Let no one doubt that we live in a culture which



The University community mourns the loss of the 14 students at Université de Montréal. The speaker is Diane Kieren.

hates women. Let no one dare suggest that this was only the work of an isolated madman. Let no one doubt we live in a culture in which violence is used to keep women in their place, either by the fist in the home or the gun in the street."

President Paul Davenport said, "The tragedy which occurred in Montreal yesterday touches all of us involved in higher education in Canada, and we offer to the students, faculty and staff of our two sister institutions our deepest sympathy and support." He offered his personal expression of shock and outrage "that female students at their institutions have had their lives ended in this senseless fashion."

The people at the gathering, a few of whom lit candles for the Montreal victims and a number of whom wept, stood for a moment of silence. That was followed by a Claire Harris poem read by Dr Williamson and a Pat Humphries song titled Never Turning Back.

In other campus developments, the Women's Studies Program committee passed this motion 7 December: "We grieve, mourn and are outraged at the mass murder of 14 women students and the injury of others at the University of Montreal. These students were singled out as a 'bunch of feminists' and then shot. We collectively reaffirm the commitment of the Women's Studies Program at the University of Alberta to empower women through education. Part of our commitment is to exceed and transform our culture. We

collectively condemn our communities' misogynist representations and violent actions against women."

Committee members went on to say that feminist thinking and women's studies make it impossible to reduce the Montreal events to a single issue like gun control or to an individual's "madness."

"These events are an extension of abhorrent forms of degradation and discrimination directed against women in our everyday lives," they continued.

Meanwhile, at the University's Board of Governors meeting 8 December, members agreed to write their counterparts at the Université de Montréal and the Ecole Polytechnique to express their outrage and deep condolences.

President Davenport told Board members, "I think we should feel something more than grief and sorrow. This should be an occasion where we, each of us, reflect on what we can do at the University of Alberta to ensure that we create an environment where women feel safe and secure in all parts of our campus."

Doug Langevin (Director, Campus Security) said his staff will discuss the need for procedures for handling potentially violent situations. As well as internal discussions, Langevin is contacting hostage negotiations experts with the Edmonton Police Force for advice. He hopes to have guidelines formulated and widely distributed on campus within a few weeks. □



Susan Jackel: "You will be hearing from us."

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## The ninth annual *Folio* list



- (United) Way to Go Award: to organizers of and contributors to the Campus Campaign. The goal of \$150,000 was reached.
- Waterways Award: to Kristin Mattern, Carmen Ditzler, Jacqueline Hutchison, Bruce Zawaltsky, Cheryl Hunt and Naomi McIlwraith, physical education students who canoed from Edmonton to Thunder Bay.
- Niftiest title: *Fait Accompli* (a journal produced by students in the Department of Comparative Literature).
- Agricultural land developers most learned opponent: Fred Bentley.
- Mistuh Percentage: Clare Drake (697 wins, 296 losses for a winning percentage of .695).
- What's in a name? Since fall, Advanced Education Minister John Gogo has visited all 29 public postsecondary institutions in the province.
- Chili Meister of the Year: Paul Davenport.
- Power failure of the Year: 3 October at Printing Services, half an hour into the demos at the EPI (Electronic Publishing Information) Centre open house. (The show did go on.)
- Powerhouse of the Year: Mark Singer. (The Bears linebacker has been selected to play in the East/West Bowl at Palo Alto, California.)
- Einstein Award winner: Princeton University cosmologist Jim Peebles, who visited our University last month, is one of the few people

- who have been given an opportunity to spend a lifetime thinking.
- "Word" of the Year: Herstory.
  - Godsend of the Year: *University of Alberta Style Guide*.
  - Soothing tones of the Year: those of Chancellor Tevie Miller. One of the first U of A representatives to meet with Paul Davenport at McGill, he said, "You have to come to Alberta . . . you won't have to make any tough decisions."
  - Observation of the Year: "It's good to see people fighting and pushing over education." Wilf Allan, after claiming a seat at one of the overflow mini courses presented on Super Saturday.
  - Emcees of the Year: George Baldwin and Lorne Leitch.
  - Stage-door Johnnies of the Year: see above.
  - Bash of the Year: Celebration of Myer Horowitz's presidency.
  - Busy people who get busier at this time of year: Building Services staff who for the 10th consecutive year are making up 15 Christmas hampers for needy Edmontonians.
  - Grinch(es) of the Year: the person(s) who stole Christmas lights from the trees in front of the Butterdome.

### Things we *won't* see in the '90s

- The University building a pulp mill on the West 240.
- Fisticuffs erupting at the Alberta Centre for Well-Being.
- Inconsequential letters in *Folio*. □

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## Medicine's Teachers of the Year

The annual Medical Students' Association's Teacher of the Year Awards Ceremony and Reception was held 8 November in Bernard Snell Hall. As in the past, the ceremonies followed the Dean's Research Rounds. In attendance was President Paul Davenport, who witnessed the recognition of outstanding instructors, as selected by medical students.

Each medical class votes for their Teacher of the Year and runners-up. The results of voting were, as usual, close. The winners and runners-up were recognized by the students' class representatives, and Dean Wilson presented the awards.

Winners for Phase I (First Year Class) as selected by the Medical Class of 1991

*Teacher of the Year:* Richard A. Murphy, Professor and Chairman, Department of Anatomy and Cell Biology.

*Runners-up:* K Bagnall (Anatomy and Cell Biology), DA Cook (Pharmacology), LH Honore (Pathology), RL Jones (Physiology), A Walji (Anatomy and Cell Biology).

Winners for Phase II (Second year) as selected by the Medical Class of 1991

*Teacher of the Year:* Gary Drummond, Professor of Ophthalmology  
*Runners-up:* RWM Amy (Pathology), KE Aronyk (Neurosurgery), DA Cook (Pharmacology), LM Laing (Community Medicine), DLJ Tyrrell (Medical Microbiology and Infectious Diseases), AH Walji (Anatomy and Cell Biology).

Block of the Year (best rated course) to: Medical Microbiology and Infectious Diseases (MMID) and Ophthalmology. MMID Course Coordinator: G Sheehan. Ophthalmology Course Coordinator: G Drummond.

Phase III b (Fourth Year) Teacher of the Year as selected by the Medical Class of 1989. DLJ Tyrrell, Professor and Chairman, Department of Medical Microbiology and Infectious Diseases. □

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## Next *Folio* 11 January

A reminder that *Folio* will not publish 21 and 27 December and 4 January.

Public Affairs staff extend season's greetings and best wishes for the new year to all. □

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## Nursing program *continued from page two*

Nursing, University of Alberta Hospitals, to be integrated with the Faculty of Nursing, University of Alberta, as an academic unit without compromising the integrity of either organizational sector as administrative units.

Under the terms of the proposal the UAH School of Nursing would become a joint department of both the Faculty of Nursing and the Hospitals. Although course delivery would be divided between the two administrative units, the Faculty of Nursing Council would retain overall academic responsibility for the curriculum of the baccalaureate in nursing program.

The School of Nursing would take primary responsibility for teaching the first two years of the nursing program and the Faculty of Nursing would take responsibility for the last two years.

President Paul Davenport, who called the proposal an exciting one, told the Board that Peter Meekison, Vice-President (Academic), has made it clear there will be no additional funding for the proposal. Negotiations concerning funding are still under way and, according to the Board's Educational Affairs Committee report, there are no capital costs expected as a result of the proposal.

The Faculty of Nursing expects to

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## Life in the egosystem *continued from page four*

removed by more than five years from the completion of their PhDs, there would be a two year moratorium on all publication. During these two years we would

actually have the time to find out what each other has been doing. A sabbatical year only allows one to raise one's head from the grindstone and entertain the thought of serious reading. The moratorium would form a useful, stratigraphic unconformity across the chaos of existing literature. It would also serve to eliminate the swarm of needless journals presently devouring our trees like frenzied locusts. After the moratorium, no one would be allowed to publish more than two papers in a given year, each no more than 15 pages in length. Who really has that much more to say? What you offered the readership would simply be *new* information and however you chose to publish, your name could only appear twice in a given year. Chain-mail authorships would thereby be ended. Imagine, actually having time to think and being able to converse about your colleagues' interests. So *perestroika* for now, comrades. See you at the Oscars. □

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## Setting the legal context for employment equity

A crucial aspect of the employment equity strategy of the federal government is not only identifying barriers to equal employment at places like the University of Alberta, but ensuring that the affected employers are implementing programs to make certain that target groups are indeed represented adequately in the workplace.

But, Anne McLellan (Law) told a forum on employment equity and academic hiring 4 December, the question arises as to just what that representation should be proportionate to.

"We have various suggestions of what that might be; I understand that federal government staff has indicated that the kind of proportionate representation they're looking for in relation to women, for example, is a representation proportionate to the number of women in undergraduate education at this University," she said.

If that's the case, she continued, and if women in undergraduate programs represent 45 to 50 percent, "then the feds may well be looking for proportionate representation eventually of women—and let's concentrate on university academics—of between 45 and 50 percent."

Noting the recent estimates that women constitute 16 percent of the academic staff at the U of A, Professor McLellan said, "So in fact you can see that if the federal government were serious about employment equity and if the University perhaps was serious about implementing an employment equity plan with these kinds of criteria, there is a big gap between 45 to 50 percent and 16 percent."

Outlining the provisions of the federal government's *Employment Equity Act* and contract compliance program, Professor McLellan said the reason the University has to be concerned with the federal legislation is because of its agreement with the government to operate under the terms of the act and be bound by the provisions of the contract compliance program.

"And hence, because they've agreed to do that, it becomes important for us to focus on what they've agreed to and the strategies and processes by which they implement the agreement."

On the more general question of what exactly employment equity means, she said, "Essentially it seems to me when we talk about employment equity we are talking about a comprehensive plan by which one brings about equality of opportunity and equality of result or outcome in a particular hiring situation."

She noted that contracts must exceed \$200,000 in order for the federal compliance rules to apply. "I understand that the federal government has in mind that they may—because they realize a lot of contracts with universities don't

come up to \$200,000; they're much smaller stuff—set in place a cumulative total," she said. "So that in one year if our total contract for supplies and services for the University totals, say, \$200,000, then the federal contract compliance program would kick in. And obviously your employment equity program has to be in place and you have to be making good efforts to achieve it," she said, adding that the federal government recognizes there are problems with their compliance program and how it relates to the special circumstances of universities.

She said although the act requires employers who meet the criteria to prepare annual reports, this provision does not apply to universities. The government, however, does conduct audits on universities to see if they are acting in accordance with the general guidelines. She said the "establishment of goals and a timetable are crucial here."

Professor McLellan added that federal contract compliance legislation in the United States has been an "immensely effective technique."□

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## A philosophical look at employment practices

Suppose the following facts obtain: 20 percent of persons receiving PhDs in a particular subject are female, 2 percent of persons in junior tenure-track positions in that field are female.

Twenty percent of a particular workforce are members of visible minorities, or are natives; 1 percent of those chosen by existing supervisory staff to go on training courses for supervisors are members of visible minorities, or are natives.

Two years after graduation from high school the mean salary for physically disabled persons who graduated with an A average is 65 percent of the mean salary for physically able students who graduated with an A average.

Suppose those facts obtain. Some people clearly will regard those facts as *prima facie* evidence of discrimination in the workplace; those people we will come to anon. But some people may want to think that such facts show no such thing. We will begin with them. What reasons could be given for such a view?

One is that such figures simply represent a natural superiority of the group with the better record over the group with the inferior one. It is very difficult to see how the assertion of 'natural superiority' could be cashed out when the 'competition' in question is one so clearly conditioned by cultural factors. Perhaps sociobiology can address the question.

Another response is to be agnostic about statistics. Statistics

can be manipulated to prove anything. Unless a variety of other possible factors explanatory of the difference have been eliminated—natural superiority being one, free and unconditioned choice being another—nothing follows from the statistical facts alone. Strictly speaking, perhaps, what is said is correct. But it is no better an argument for inactivity than the fact that a fuse may have a fault is a reason for waiting to see whether it does rather than stamping it out now to prevent an explosion.

A third reaction is to say that, provided that the procedures employed in hiring, for example, satisfy criteria of procedural justice, of formal fairness, then the only available explanation for such discrepancies is one of merit, and there is therefore no problem in such discrepancies. Such a reaction evinces an optimism about human rationality and human character which it would require a waking Rip van Winkle to possess in December 1989.

So let us leave those who think that statistics like the above indicate no potential problem with the moral standing of our social arrangements and our treatment of our fellow citizens. Let us turn to those who do acknowledge that there is a problem and want to remedy it. There is a distinction between equity in hiring and equity in treatment after hiring. This is perhaps most vividly illustrated in the case of the physically disabled. There is no point whatever in

hiring a physically disabled person unless the workplace is physically structured in a way that makes such a person's full and equal participation possible—wheelchair-accessible rooms, accessible and operable elevators and the like. What the comparable requirements are for equal treatment across gender is a matter of considerable complexity. We need not address that today, since this panel is directed explicitly to the issue, scarcely less complex, of equity in hiring.

Here we face another fundamental distinction. I am going to assume that nobody rejects the claim that unjust hiring practices should be eliminated. What the debate concerns is what counts as an unjust hiring practice. Again, the nonacademic workplace provides perhaps the clearest examples. There are several celebrated instances of female applicants for non-traditional female jobs like bus driver or train engineer being rejected through failure to pass employment tests requiring physical abilities which were not in fact needed to perform the job. A female academic philosopher friend of mine who is by way of being an aggressive disputant in philosophical discussions told me that years ago she was told after reading a paper as part of a job interview that she would not be hired as a female unless she gave up that kind of aggressiveness and replied more sweetly to the predominantly male

*Continued on page eight*

audiences she would meet with in such job interviews. This is a functionally analogous example.

Employment practices such as these are unfair because they make as requirements for the position criteria which are irrelevant to being a person properly hireable for the position. It is a requirement of justice for equitable hiring, we want to say, that every job candidate is to be judged by all and only the criteria relevant to the position. We can also imagine a different kind of unfairness. Suppose a department which throws every second application it receives in the waste bin without opening it. You can say, if you like, that this is making an irrelevant criterion relevant. But it's more plausible to suppose this to be a procedural injustice. Every applicant surely has the right that his or her application actually be looked at as a matter of procedure. Where procedural inequities end and substantive ones having to do with wrong criteria begin is not easy to tell. But the distinction between procedural and substantial injustice is an important one.

### Distinction between prevention and cure

The distinction becomes particularly important in the context of the next distinction I want to make. This is the distinction between prevention and cure, the avoidance of past evil or the promotion of future states. Many people feel that, even if there have been inequitable hiring practices in the past in some workplaces, all that can be done is to restructure the practices, to replace substantial inequity with procedural equity, and then let nature take its course. We have here a fundamental philosophical difference about the nature of justice in the distribution of such goods as jobs. One kind of theory in widespread philosophical terminology is called a historical theory. A historical theory of distributive justice says that you determine whether a distribution of goods is just by looking at the history which led to that distribution. Provided that history is one of formal equity—formal equity of opportunity and consideration, for example—the resultant distribution is just no matter what pattern of possession of goods obtains. So, for example,

provided hiring procedures in the academy are formally equitable, there can be no complaint if they result in a disproportionate percentage of white males holding jobs. The other kind of theory is standardly called a patterned theory of distributive justice, because it regards procedural equity only as at most a threshold demand; rather, distributive justice is to be determined precisely by the pattern which results. Of course, for any given good, there can be more or less debate about what constitutes the just pattern of distribution for that good. Some people think a distribution of academic jobs will be just only when there are as many female professors as there are female students; others think there have to be as many female professors as there are female graduating PhDs. I mention these as views which illustrate, rather than define, the kind of view I'm talking about. For someone who holds a patterned conception of distributive justice, what counts as a just or equitable hiring procedure will have a lot more to do with whether it promotes the desired distributive pattern and a lot less to do with whether the procedure satisfies some formal requirement.

In sum, agreeing to the thought that we want to have hiring procedures which are distributively just is simply a beginning; there is still an awful lot of debate ahead about just how 'distributively just' is to be determined. Things now begin to get even more complicated. For, in addition to the discourse of distributive justice, one hears banded about in discussions over academic hiring the discourse of rights and the discourse of merit. How do these relate to distributive justice? Appeal to the notion of right is made very frequently in support of what I called a historical theory of distributive justice. Persons are conceived of as fundamentally bearers of rights, rights which protect autonomy and autonomous choice. Such fundamental rights seem to require distributive schemes which exemplify formal equality and leave the result to freedom of choice. Any scheme which is overtly redistributive, as would be a scheme which assigned a quota of positions to members of a certain class, is regarded as an infringement of this individual right. The point has been memorably expressed as

concerning economic market relations by the claim, The state should not interfere with capitalist acts between consenting adults.

But, beyond requiring procedural equity on the grounds of the right of every applicant to such equity, it is not clear how individual rights otherwise affect hiring. For presumably an individual department has the right to have its own autonomous choices protected as well. So that, provided its procedures are formally just, if it then chooses to hire only males or whites none can complain, and if it then chooses to hire only females or visible minorities or natives or

publishers' advertising departments, or Buggins' turn considerations affect the result. Likewise, we would be uneasy about a department which decided to hire the twenty-second applicant without looking at any of the applications. Why? Because we would have some sense that such a practice is making a mockery of what a university is for—just as awarding the gold medal to the person who came in last, or to the author whose advertising department spent the most money makes a mockery of what a sprint race or a literary prize is for.

But what is this notion of 'what a

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*"... there is still an awful lot of debate ahead about just how 'distributively just' is to be determined. Things now begin to get even more complicated."*

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the physically disabled none can complain. Here is where the discourse of merit enters the picture. In its extreme form, the notion of persons as bearers of rights is held to apply to academic hiring such that not merely does each individual candidate have the right to procedural equity, he or she also has the right to the criterion of merit being the only applicable substantive criterion.

I leave aside momentarily whether this second right exists or not. I want to say, first, that it simply is not a necessary consequence of the right to procedural equity. The best sprinter in the field does not have a *right* to win the race, nor does the best novel in the field have the *right* to win the Governor General's Award. That is because rights have to do with the protection of liberties and choices, and such things as winning races or prizes are not matters of liberty or choice.

Nonetheless, many people have the thought that a 100-metre dash which is set up so that the prize does not go to the best sprinter is in some way wrong. This thought shows itself in unease about the role of performance-enhancing substances. In the case of literary prizes it shows itself in unease about the extent to which

university is for? Does it not amount to a normative theory about the proper social role of the social institution that is a modern university? It is not a matter of person-independent scientific fact that a university is a certain kind of thing. Clearly, some notion of expertise in a field is central to the business of university education. But it is a step from that uncontroversial assumption to the idea that merit can be the only relevant criterion for academic hiring, and the step needs arguing for; it is not a self-evident truth. One can quite legitimately have a conception of a university as in part a proper locus for the rectification of social evil, of redistributive activities. That is because patterned conceptions of distributive justice, which regard the securing of a certain desired distribution as a proper goal of social choice, represent a legitimate alternative to the goal of justice by procedural equity. Of course, each has to be argued for. My point is that it is often assumed in discussions of academic hiring that there is no room for the alternative view, particularly on the part of those who support procedural equity plus hiring on merit.

*Continued on page nine*



It is persons and their choices and their social visions that make universities what they are. Those choices and those visions rest on fundamental conceptions of value, conceptions of which people may often not be aware but which they nonetheless show in the ideas and the reasoning they deploy when discussing normative matters. To suppose that there are no relevant values other than the protection of individual choice and the recognition of individual merit is to express a vision of society, and the university, as a social institution, as a competitive market. Those who employ the discourse of rights sponsor such a vision. Those who appeal to the discourse of rights in support of anti-discriminatory practices are playing a dangerous game because they are employing the discourse of their opponents. It is a genuine alternative approach to look at society as a community, at a university or a department as a sub-community within that community, and to the common good as the goal of social choice. In those terms, there is no preemptive argument from the perspective of individual right that the common good cannot be pursued by means which add redistributive criteria to criteria of merit in academic hiring. Individual rights are argument-stoppers only if you have a moral conception according to which they are fundamental. If you don't, then they aren't.

I want to close with two more quick points. The first is the issue of recruitment. Some people think that selective recruitment followed by hiring on merit is morally superior to selective hiring. The point needs argument. I think that there is a fundamental opposition between support for retrospective procedural equity with or without restriction to hiring on merit, on the one hand, and support for redistributive schemes which make a certain pattern of holdings the goal in the name of the common good. It seems to me that selective recruitment falls as much on the latter side as does selective hiring, and the protestation that it really is hiring by merit is at best self-deception, at worst bad faith. I say this, recall, as one who has defended the legitimacy in principle of redistributive hiring schemes. Also, those with long memories may recall the concern twenty-odd years ago about the

domination of Canadian departments in the social sciences and humanities by non-Canadians. Chairs and selection committees filled positions after ringing up their old departments and asking for good candidates to be sent along whether or not the jobs were publicly advertised. That was just recruiting too, was it not? And did those with graduate degrees from Canadian universities feel they were being treated equally and fairly, because it was just recruiting?

My second point concerns the claim that it is demeaning to the person being hired on redistributive grounds that he or she is being so hired. Notice that the would-be dementee is never the person consulted about this. To tell someone how they feel about something which affects them and to decide for them on such grounds is objectionably paternalistic. An example. Some years ago the SSHRCC changed their ground rules for supporting conferences, and began to require a significant proportion of Canadians as featured speakers and more cross-Canada representation. I found myself getting invitations to speak at conferences in central Canada which I had not gotten before. Did I feel demeaned? No. I felt, like any other good paranoid Westerner, that only pro-US bias and central Canadian insularity kept academically competent Westerners away from such positions as featured speakers, and that I deserved my turn.

Arrogance? Self-deception? Who knows (and who knows isn't telling). But once the opportunity arose and was taken, recognition of the academic merits of Westerners is now taken for granted; we get invited because merit is the criterion. I doubt whether this would have happened without the SSHRCC's redistributive rules. If ten years ago I had heard someone protesting them, without consulting me about it, on the grounds that I would have felt demeaned, I would have felt mad.\*□

\* The foregoing is Roger Shiner's (Philosophy) contribution to the 4 December panel discussion on employment equity and academic hiring.

## Search Committees for Vice-President (Student and Academic Services)

The President is striking a Search Committee to select a Vice-President (Student and Academic Services).

The composition of the Search Committee for Vice-President (Student and Academic Services) includes two members of the full-time and part-time faculty (Categories A1.1, A1.5 and A1.6) and one APO, FSO or Librarian (Categories A1.2, A1.3 or A1.4), who do not hold administrative positions and who are not on leave. Nominations for these positions are now being sought.

Written nominations supported by the signatures of five members of the full-time and part-time academic staff (not including the nominee) may be submitted to the Director of the University Secretariat, Ellen Schoeck Solomon, 2-5 University Hall. Nominations must be received by 22 December 1989, 4:30 pm. Nominees must agree to stand for election to the Search Committee. GFC regulations require that nominees may not be holders of administrative positions, such as Dean or Department Chair, since administrators are already represented on the Search Committee. The full composition of the Search Committee for Vice-President (Student and Academic Services), together with nomination and election procedures, were recently approved by GFC and are available in the University Secretariat (2-5 University Hall). If you have any questions about eligibility to serve or to nominate, or questions about who is included in staff Categories mentioned above, please call Ellen Schoeck Solomon at local 5430.

## Vice-President (Development and Community Affairs)

The President is striking a Search Committee to select a Vice-President (Development and Community Affairs).

The composition of the Search Committee for Vice-President (Development and Community Affairs) includes two members of the full-time and part-time faculty (Categories A1.1, A1.5 and A1.6), who do not hold administrative positions and who are not on leave. Nominations for these positions are now being sought.

Written nominations supported by the signatures of five members of the full-time and part-time academic staff (not including the nominee) may be submitted to the Director of the University Secretariat, Ellen Schoeck Solomon, 2-5 University Hall. Nominations must be received by 22 December 1989, 4:30 pm. Nominees must agree to stand for election to the Search Committee. GFC regulations require that nominees may not be holders of administrative positions, such as Dean or Department Chair, since administrators are already represented on the Search Committee. The full composition of the Search Committee for Vice-President (Development and Community Affairs), together with nomination and election procedures, were recently approved by GFC and are available in the University Secretariat (2-5 University Hall). If you have any questions about eligibility to serve or to nominate, or questions about who is included in staff Categories mentioned above, please call Ellen Schoeck Solomon at local 5430.

## Postsecondary education goals must be defined: Dennison

Economic development should not be the primary goal of postsecondary education, says John Dennison, a University of British Columbia professor and coauthor of *Canada's Community Colleges*.

Dr Dennison told a forum 7 December, sponsored by the Department of Educational Administration, that the sole purpose of postsecondary education should be to develop human talent. He said there must be a return to the 1960s ideal of developing talent.

"They will then contribute to economic development . . . there's lots of data to support that," he said, adding that there is an increasing tendency to tie economic goals to postsecondary education goals.

In his speech devoted to what he considers to be the 10 most important issues facing postsecondary education in Canada, Dr Dennison said countries such as Japan, West Germany and Australia have fared better in defining national goals and strategies. Although he did not suggest the complete federal takeover of postsecondary responsibilities as happened in Australia, Dr Dennison

said "there has to be a recognition of what our goals are as a nation."

Some of the professor's other points included:

- A postsecondary system should work to accommodate people and not institutions. The Ontario experience has resulted in a two solitudes situation whereby the colleges and universities do not coordinate their respective activities.

- Postsecondary students should be equipped to handle change in the workplace and ethics should be an integral part of all courses.

- With the introduction of the Networks of Centres of Excellence program, the ball game has changed, he said, to one of targeting institutions and not individuals. The rich get richer and, in general, the money goes to the more established universities, he said.

- People in postsecondary education have to reexamine the concept of tenure. It should be retained in Canadian universities, but it has to be explained more clearly and comprehensively to the lay audience, Dr Dennison said. □



## LETTERS

### One way to make sure that students did not die in vain

■ On 6 December 1989, in Montreal, a gunman sought out and murdered fourteen women students. He did so because they were women who were not content with being uneducated or with being subservient, and were seeking an education in a traditionally male field. It was an inexcusable, appalling act.

This is no time for academic analyses. Let us not try to explain why he did it. Let us not try to generalize this dreadful act. Let us not discuss our reactions to this horror. All such activities divert our attention from the enormity of what that man did. Let us instead try to make sure that these fourteen women did not die in vain.

The President has shown the way in his recent message to General Faculties Council which was reported in the *Folio* of 7 December 1989. Paul Davenport set out four principles for us to follow: non-discriminatory employment practices; hiring and promotion policies based only on qualifications; an aggressive policy of seeking applications from under-represented groups; and a fair structure of job classification and pay.

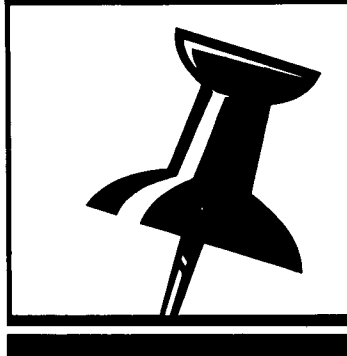
Let us all, men and women, commit ourselves to ensuring that we follow these principles. Let us ensure that women and men are treated equally at the University of Alberta, with equal opportunity, equal treatment, equal rights, equal respect, and equal safety. Let us ensure that those who demean others or abuse the rights of others know that they are not welcome at the University of Alberta. Let us be more sensitive in our comments and attitudes. Let us welcome all who wish to come here, and ensure that the campus is equally supportive and equally safe for all.

Let us also commit ourselves to making our country, province, and city equally safe and supportive for all. It is not so now.

Nothing else is acceptable. Nothing else pays homage to the fourteen women who wanted to be educated, but instead were killed by a man with a gun.  
*John Bertie, Department of Chemistry*

page ten, *Folio*, 14 December 1989

## CURRENTS



### Campus reviews

As part of the process of carrying out systematic reviews under the guidance of the President's Advisory Committee on Campus Reviews (PACCR), the Department of Geology is completing the self-study phase of the review process. The other major phase of the process is the site visit and assessment by the Unit Review Committee on 17, 18 and 19 January 1990.

In preparation for this second phase, PACCR invites written comment prior to 14 January. Submissions are for the use of the Unit Review Committee and will be held in confidence by the members of that committee.

Submissions should be sent to: Mrs Shirley Moore, Coordinator, PACCR Office, W4-13 Chemistry Building, Attention: Department of Geology Unit Review Committee.

### Information and Reserve Centre Cameron Library

Using the online catalogue is the focus of the self-paced, hands-on library skills classes starting 9 January 1990.

For times, locations and to register, check at Cameron Library Information Desk, 492-4174.

### Nominations invited for Faculty of Arts Undergraduate Teaching Awards

In the interests of recognizing excellence in teaching and to encourage teaching of the highest quality, the Faculty of Arts gives up to three Undergraduate Teaching Awards annually. The Faculty of Arts Undergraduate Teaching Awards Committee is interested in receiving nominations for this award. Permanent staff with at least five years of full-time teaching experience are eligible. Nominations can be made by students, colleagues and/or Department Chairs. Because each department is permitted only one nomination and documentation is required, interested persons should discuss possible nominations with the appropriate Department Chair. The deadline is 15 January 1990.

The Faculty committee also selects from the nominations it receives the Faculty of Arts' nominees for the University's Rutherford Awards for Excellence in Undergraduate Teaching.

### Talks

#### Economics

19 December, 3 pm John Chant, Simon Fraser University, "Implications of New

## EVENTS



Theories of Financial Intermediation for Regulation and Deposit Insurance." 8-22 Tory Building.

### Nutrition and Metabolism Research Group

10 January, 11 am Hannah Carey, Department of Comparative Sciences, University of Wisconsin-Madison, School of Veterinary Medicine, Madison, "Seasonal Variation in Intestinal Transport in Mammalian Hibernators." 2J4.02 Mackenzie Health Sciences Centre.

### Chemical Engineering

11 January, 3 pm Laurie J Danielson, research chemist, Fundamental Studies, Syncrude Canada Ltd, Research, "Rheological Studies of Syncrude's Tailings Pond Sludge." 18 January, 3 pm Fred Seyer, "Exploitation of Northern Alberta Oil Sands." E342 Chemical-Mineral Engineering Building.

### Plant Science

12 January, 12:30 pm W Kuhnle, "DNA Methylation as a Means of Regulating Gene Expression." 1-06 Agriculture-Forestry Centre.

### Soil Science

18 January, 12:30 pm WJ Hastie, TransAlta Utilities; DS Chanasyk and MA Naeth, "Soil Tilth and Compaction Research at Highvale Coal Mine." 2-36 Earth Sciences Building.

### The Arts

#### Exhibitions

#### FAB Gallery

Until 17 December "Kim Houghtaling sculpture." 1-1 Fine Arts Building. 492-2081.

### Music

10 January, 8 pm Faculty Recital—Richard Troeger, harpsichordist. Convocation Hall.

### Myer Horowitz Theatre

15 to 17 December, 7 pm Stage Polaris presents "The Cricket on the Hearth" by Charles Dickens. 432-9483.  
21 December, 6 pm Junior Chamber of Commerce presents "Family Christmas Variety Show." 426-2525.

## Positions

The University of Alberta is committed to the principle of equity in employment.

In accordance with Canadian Immigration requirements, these advertisements are directed to Canadian citizens and permanent residents.

### Support Staff

To obtain further information on the following positions, please contact Personnel Services and Staff Relations, 2-40 Assiniboia Hall, telephone 492-5201. Due to publication lead time and the fact that positions are filled on an ongoing basis, these vacancies cannot be guaranteed beyond 8 December. For a more up-to-date listing, please consult the weekly Employment Opportunities Bulletin and/or the postings in PSSR.

Positions available as of 8 December 1989.

**The salary rates for the following positions reflect adjustments in accordance with the terms for the implementation of the Pay Equity Program.**

Clerk Typist (Part-time), Grade 3, Physical Plant, Vehicle Pool, (\$881-\$1,085) (prorated)  
Clerk Typist, Grade 4, Housing and Food Services, (\$1,602-\$1,973)  
Senior Financial Records Clerk, Grade 4, Housing and Food Services, (\$1,602-\$1,973)  
Clerk Steno (Part-time/Term), Grade 4, Comparative Literature, (\$801-\$987) (prorated)  
Clerk Typist, Grade 5, Physical Education and Sport Studies, (\$1,623-\$2,166)  
Clerk Steno, Grade 5, Drama, (\$1,623-\$2,166)  
Clerk Steno, Grade 5, Faculty of Extension (English Language Program), (\$1,623-\$2,166)  
Library Assistant, Grade 5, (Term for 6 months), Career and Placement Services, (\$1,679-\$2,166)  
Accounts Clerk, (Term to 31 August 1990), Grade 5, University Computing Systems, (\$1,749-\$2,166)  
Student Records Processing Clerk, Grade 5, Faculty of Extension (General Office), (\$1,749-\$2,166)  
Secretary, Grade 6, Faculty of Extension (Government Studies), (\$1,808-\$2,386)  
Systems Control Clerk, Grade 6, Physical Plant - Administration, (\$1,914-\$2,386)  
Office Services Senior Clerk, Grade 6, Faculty of Agriculture and Forestry, (\$1,914-\$2,386)  
Admission Records Assistant, Grade 7, Office of the Registrar, (\$1,808-\$2,612)  
Building Service Worker (37.5 hours/week), Grade 5, Physical Plant - Building Services, (\$1,874-\$2,321)  
Typographical Tradesman, Grade 6, Printing Services, (\$2,051-\$2,556)  
Administrative Assistant, Grade 7, (Term), Personnel Services and Staff Relations, (\$2,084-\$2,612)  
Instrument Technician, Grade 7, Chemical Engineering, (\$2,084-\$2,612)  
Administrative Assistant, Grade 8, Faculty of Extension, (\$2,251-\$2,839)  
Building Superintendent (37.5 hours/week), Grade 11, Physical Plant - Building Services, (\$2,982-\$3,864)

**The following positions retain salary rates in accordance with the previous classification system and pay plan.**

Clerk (Term to 31 March 1990), Alumni Affairs, (\$1,233-\$1,525)  
Clerk Typist II (Part-time/Trust), Rick Hansen Centre, (\$8.73-\$10.84/hour)  
Clerk Typist III (Part-time/Trust), Home Economics (Foods and Nutrition),

(\$885-\$1,112) (prorated)  
Clerk Steno III (Trust/Term to 30 June 1990), Office of Research Services (Technology Transfer), (\$1,475-\$1,853)  
Clerk Steno III (Trust/Term to 15 November 1990), Physics, (\$1,475-\$1,853)  
Secretary (Trust), Faculty of Medicine, (\$1,645-\$2,100)  
Technician I (Trust), Psychology, (\$1,705-\$2,189)  
Technologist I/II (Trust/Term to 30 June 1991), Faculty of Medicine, (\$2,100-\$2,960)  
Technologist II (Trust), Civil Engineering, (\$2,283-\$2,960)  
Technologist II (Trust), Anatomy and Cell Biology, (\$2,283-\$2,960)

### Research Associate positions, Alberta Centre for Well-Being

Applications are invited for two Research Associate positions in the newly created Alberta Centre for Well-Being. These are senior research positions with responsibility for providing leadership in preparing multidisciplinary research proposals, conducting program evaluations, providing consultation to groups/agencies involved with health promotion, fitness and/or leisure programs, and participating in educational workshops or courses offered by the Centre.

The successful candidates will have training or experience in the behavioral or physiological components of physical activity involvement, research design, program planning and evaluation, proposal preparation, and computer applications. Excellent communication skills are essential. Preference will be given to individuals with a PhD in a related area. Salary to be negotiated.

A letter of application and curriculum vitae including the names of three references should be sent to: Dr JM Sefton, Director, Alberta Centre for Well-Being, G-110 Education South, University of Alberta, Edmonton, Alberta T6G 2G5. Telephone: 492-1041, FAX (403) 492-2746.

Deadline for receipt of applications: 31 January 1990.

## Advertisements

### Accommodations available

Victoria properties - Experienced, knowledgeable realtor with Edmonton references will answer all queries, and send information. No cost or obligation. Call collect (604) 595-3200, Lois Dutton, Re/Max Ports West, Victoria, BC.  
Sale - University area, \$86,500. Updated two bedroom bungalow, possible suite downstairs. New siding, windows, furnace. Convenient Beaupark location. Ed Lastiwka, Royal LePage Realty, 437-7480, 437-4984.  
Rent - New two storey, two bedroom, loft, fireplace, jacuzzi. \$1,000. Western Relocation, 434-4629.  
Rent - Perfect family home! Blue Quill, executive two storey, four bedrooms, den, family room with fireplace, furnished and coordinated, 3,000'. Lease \$2,000/month, 1 December, Western Relocation, 434-4629.  
Rent - North Windsor Park bungalow, 1 February 1990-30 June 1990. Western Relocation Services, 434-4629.  
Rent - Furnished, customized bungalow, Lansdowne, 3 January 1990-3 April 1990, \$850/month. Western Relocation Services, 434-4629.

Rent - Furnished bungalow, Pleasantview, one year, \$695. Western Relocation, 434-4629.  
Visiting Toronto? Bed and breakfast in our restored home, minutes to the University of Toronto and downtown. Rates from \$45. Ashleigh Heritage Home, (416) 535-4000.  
Rent - Sunny two bedroom apartment, 6815 112 Street, dishwasher. \$460/month, January. 433-7293.  
Rent - Three bedroom, newly renovated, finished basement, two bathrooms, single garage, Mill Creek, \$650. Nonsmoking, references, 435-8760 evenings.  
Rent - Super house, five appliances, two baths, immediately, \$850. References. 488-0668 evenings.  
Sale - New listing, Windsor Park. Upgraded, three bedroom bungalow, fully developed, double garage. For details, call Chris Tenove, 433-5664, 436-5250, Spencer Realty.  
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